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IMPROVING THE QUALITY OF PRESCHOOL EDUCATION

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Abstract: The article reveals the problem of improving the quality of the educational process in preschool educational institutions, which is relevant for pedagogical theory and practice. The article also discusses the methodological foundations, concepts of the apparatus of the phenomenon under study.

Keywords: preschool education, modernization of education, methodological foundations, social, communicative, activity, information, health-saving competencies.

The modern process of modernization of education makes serious demands on the system of preschool education. Regular changes taking place in legislative bodies lead to updates in approaches to preschool education, as well as to changes in tactics and strategies in the organization of educational and educational processes. Such updates require knowledge and application of innovative changes in the system of modern education from teachers-educators of preschool education. At the same time, ensuring the availability of preschool education is a key factor in improving the quality of the work of a preschool educational organization.

Analysis of the state of the problem of improving the quality of the educational process in a preschool educational institution in the legal literature allowed us to conclude that at present the problems of preschool education are put in a number of priority areas of state policy in the field of education. An analysis of psychological, pedagogical, scientific and methodological sources showed that the indicated problem has always been an urgent problem in the theory and practice of preschool education.

Many scientists: L.A. Wenger , L.S. Vygotsky, V.V. Davydov, A. Zaporozhets, Ya.A. Comenius, V.A. Petrovsky, K.D. Ushinsky, D.B. Elkonin and others searched for the scientific foundations of education, which recognized the individual characteristics and capabilities of each child. The differences in the functional and mental development of older preschool children are great, so only individual development programs can be the most effective. The logic of studying the research problem determines the task of referring to a number of concepts, including the concept of "educational process in a preschool educational institution".

Sharing the opinion of a number of authors (L.I. Bozhovich , N.I. Gutkina , T.N. Doronova , I.V. Dubrovina, O.M. Dyachenko, L.E. Zhurova , L.I. Zemtsova , S.A. Kozlova, M.I. Lisina, V.I. Loginova, R.B. Sterkina , etc.) about the essence of education of preschool children, based on the definition of the concept of "pedagogical process", as well as focusing on modern ideas about the goals and results of education, we have clarified the concept of "educational process in a preschool educational institution".

We understand the educational process in a preschool educational institution as a purposeful, specially organized interaction of pupils with teachers (and other adults), peers, aimed at mastering key

competencies by children. Numerous studies by domestic psychologists and teachers have allowed us to clarify the significance of developing relationships in the "adult-child" system, the subject environment, thanks to which the development of each child is achieved in the course of the educational process, taking into account his abilities and inclinations. At the same time, to improve the quality of the educational process means to change something in the educational process itself, leading to the planned result.

In accordance with the methodological basis of our study, the goal and result of the educational process is a set of key competencies of a preschool child. Research by A.S. Belkina, A.G. Gogoberidze, I.A. Zimney, M.V. Krulecht , SL. Novoselova , L.F. Obukhova, L.A. Paramonova, L.V. Trubaychuk , A.V. Khutorsky, KG. Yudina et al. allowed us to clarify the concept of "key competencies" in relation to children of 11 preschool age. Under the key competencies of a child of senior preschool age, we mean a set of interrelated personality traits that are minimally necessary and at the same time sufficient for the child's further life of knowledge, skills and abilities that will allow him to be successful in the social environment, easily adapt to the conditions of subsequent education. The analysis of literary sources allowed us to attribute to the key competencies of a child of senior preschool age: social, communicative, activity, information, health -saving competencies.

Improving the quality of preschool education is a difficult task. Nevertheless, there has been considerable interest in it all over the world. This is primarily due to the fact that preschool education is considered as one of the indicators and main stages in the development of a stable state at different levels. Improving the quality of preschool education requires the teacher to improve the didactic learning process, its content, form and methods through the targeted implementation of its developmental potential.

There is a rapid growth of various studies in the field of early childhood education. Innovative methods are being introduced into the spaces of the kindergarten. A couple of decades ago there were no computer technologies, but today there is a multimedia space in every kindergarten. The current generation of children at the beginning of the 21st century is strikingly different from the generation of children of the 90s of the 20th century. In some small decade, there was a colossal breakthrough in information technology, media and other know-how. At each stage of the education of children, intensive development takes place, which accordingly leads to progress in various fields of knowledge. However, it is precisely such an impressive and daily changing amount of information that, with its proper distribution, leads to an increase in the quality of preschool education.

Have you ever observed such a picture: a child who cannot read, write, count, who has hardly learned to walk, is already using various gadgets and other new technologies? Surely, your answer will be yes, so it should be noted that modern children easily adapt and adapt to the latest technologies of our age.

Working to improve the quality indicators of a preschool organization, one should safely apply developing technologies in an innovative mode, where interactive forms and teaching methods will be used (translated from English " interact " - interact, influence each other).

The updated requirements for the quality of preschool education will also affect the work of the teacher, who will be able to take a completely new look at the processes of education and training. The ability to listen and accept the point of view of each kid, without rejecting any answer; accept the position of everyone who answers; understand the logic of his reasoning and together find ways out of a constantly changing situation; analyze the responses, actions and suggestions of children and imperceptibly lead them to solve the problem.

Researchers in the field of preschool development have found that at present only about 20% enter a preschool institution healthy, and the rest have various disorders and underdevelopment in the areas of mental, physical, intellectual and speech development.

The use of qualitatively new methods in the organization of cognitive activity allows healthy children and those with minor underdevelopment in an atmosphere of mutual support and comfortable conditions not only to gain knowledge effortlessly, but also to develop their communication skills: the

ability to listen to others, participate in discussions, make collective decisions. It is the creative development of the child's personality that will help him in the future to become competitive, multifaceted, and therefore in demand in any progressively developed state.

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